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ABSTRACT

This kit explores Australia's National Training Framework, training packages, industry standards and assessment, and the implications of these changes for language, literacy, and numeracy practitioners. Four sections in Part 1 present a series of answers to four frequently asked questions about training packages posed by practitioners in consultations and forums during the first half of 1998. Question 1 asks "Where did we come from, and where are we are going?" The answer addresses the training reform and the implications for language, literacy, and numeracy provision in industry. Question 2 asks "What are the changes that the Training Package model brings for the language, literacy, and numeracy field?" This section discusses opportunities for contextualized literacy; incorporation of language, literacy, and numeracy competencies into industry competency standards; and standards as the new basis for assessment--a comparison between the old and new systems. Question 3 asks, "What are the roles of the future language, literacy, and numeracy practitioner in industry?" Question 4 asks and answers the question, "What is in a training package?" This section describes the endorsed part of the package, which includes the National Competency Standards, assessment guidelines, and qualifications; and the nonendorsed components, which are the learning strategy, assessment resources, and professional development materials. Part 2 provides accompanying activities to assist the reader to work through issues raised. A final section contains 4 contacts and 31 references. (YLB)

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built in not bolted on

Information kit for language literacy and numeracy coordinators on incorporating communication skills into Training Packages

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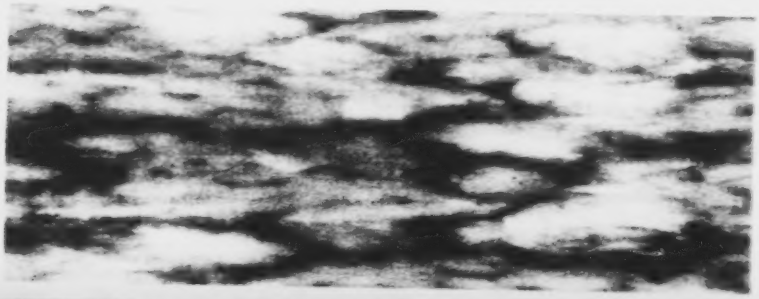


Introduction

In this kit we will explore the new world of the National Training Framework, Training Packages, industry standards and assessment, and the implications of these changes for language, literacy and numeracy practitioners.

The kit consists of a series of answers to Frequently Asked Questions (FAQs) about Training Packages posed by practitioners in consultations and forums during the first half of 1998.

Following the questions and answers are some accompanying activities that will assist the reader to work through the issues raised. These are placed at the back of the kit to enable the reader to process and reflect on the information in Part 1 first before working through the series of activities in Part 2.

Both parts of the kit are of equal importance however, and should be read and used in the spirit of applied theory and practice.

This kit is designed specifically to be of interest to:

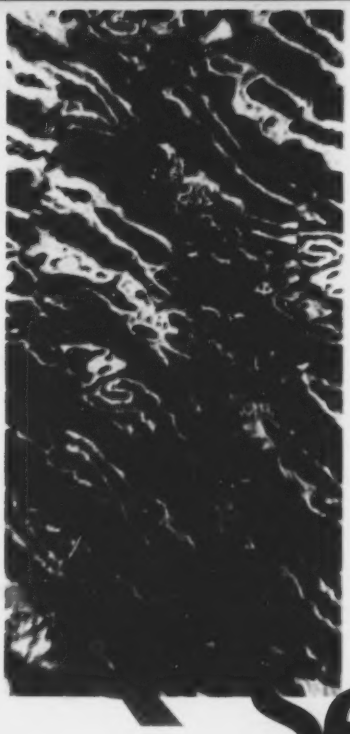
- Language, literacy and numeracy program managers looking to develop their department's partnership with industry;
- Enterprise-based teachers looking to broaden their role in the workplace, and,
- Language, literacy and numeracy teachers new to the idea of working with industry and interested in finding out more about working with Training Packages.

A second kit *'A new assessment tool'* has been developed for use by Assessors and Workplace Trainers to assist them in effectively implementing Training Packages. It contains activities focusing on the recognition of language, literacy and numeracy in the workplace and the development of fair and reliable assessment tasks.

A third information package *'Ten fold returns'* has been developed for Human Resources managers in industry. This package outlines the economic advantages of addressing workplace communication issues and explains the benefits of Training Packages.

Details of these kits are available in the *Where do I get more information?* section of this kit.

These kits are available from the Australian National Training Authority, Phone no. (03) 9630 9800.



Where did we come from?

Sea of change

Where are we going?

Better training, better products

The 1980s saw a crisis for the Australian economy which has had far reaching implications for Australian education. Australia's future economic survival was portrayed as being, in part, dependent on improved vocational education and training. This led to an examination of people's jobs and the skills they needed to do those jobs. The nation's language, literacy and numeracy based skills were also linked to employment productivity. The emergence of 'competency' based standards in industry saw the development of competency based curriculum and training. Demand was placed on the workforce, and those preparing to enter the workforce to develop improved skills, including better workplace communication skills.

Competency based standards, which were introduced to industry and education sectors from 1991 on, were seen as a way to develop more flexible and responsive workforces. Workers' job descriptions reflected the changing work practices and requirements of their particular industry. The move by industries to restructure and define their work in terms of identified knowledge or skills needed to do a particular job meant there was a need for industry relevant skills development and training.

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Changing work, changing workforce

Demand on industry to keep up with world standards has continued throughout the 1990s. Concerns that the vocational education and training system was not keeping pace with necessary reforms led government to enhance the role for industry in determining the skills taught and assessed in the education sector, and to promote the concept of a national system of qualifications.

Training is linked to productivity outcomes - industry wants the best value it can get from the training dollar. Accredited curriculum has been identified as taking more time than industry has to spend on training and including content that is perceived as irrelevant to workers in particular industries.

National Training Framework

In 1997 the federal government developed policy to streamline the training process, under the umbrella of the National Training Framework. This largely industry driven Framework has these key features:

- Australian Recognition Framework. Under the ARF, registered training providers will now be known as Registered Training Organisations (RTOs). Registration of providers is now related to their ability to provide relevant training and/or skills recognition services as well as the issuing of nationally recognised qualifications and Statements of Attainment, rather than simply the delivery of particular courses. Nationwide, RTOs have an obligation to mutually recognise AQF qualifications and Statements of Attainment.
- Training Packages. Training within a particular industry takes place within a framework of industry standards which are packaged to form a range of national qualifications. These qualifications usually provide the opportunity for choice of units and customisation to meet the needs of particular enterprises.

The introduction of the National Training Framework means that the vocational education and training system will shift from being provider centred to industry centred and will require training organisations to be more flexible in their delivery of training. This will affect the way many language literacy and numeracy practitioners work. For those already working within the vocational education and training (VET) sector - teaching language, literacy and numeracy to support workers in industry - the changes will mean new ways of working within industry - assessing and reporting against Industry Standards using the new Training Packages. For others, the changes may be far broader and may mean a complete reassessment of their role as a language, literacy and numeracy practitioner or the need for additional training. Either way, there will be many new things to know, and an adjustment of all the useful skills training and assessment you've acquired under the 'old' system to fit in with the new system.

"I don't know! Over the last few years I've seen changes to funding, the introduction of CBT and accredited curriculum, new reporting systems and the bandying around of terms like 'quality assurance', 'accountability' and 'world's best practice'! Keeping up to date on all of this as well as getting on with the day to day job of teaching makes me feel like I'm bobbing around in a sea of change."

Language, literacy and numeracy tutor

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What are the changes that the Training Package model brings for the language, literacy and numeracy field?

Built in Not bolted on

Built in - not bolted on - opportunities for contextualised literacy

Literacy and numeracy problems are traditionally seen as belonging to third world countries or tied to the less educated percentage of a population. The recent *International Adult Literacy Survey* (Literacy, Economy and Society, OECD, Paris, 1995) found that literacy skills deficits were found not only among marginalised groups but amongst large proportions of entire populations.

In Australia of the 1990s all people need effective language, literacy and numeracy skills to participate the workplace and society in general. Long established patterns of job entry and career progression have changed. As firms and labour markets have changed some jobs have become obsolete and new ones created. These new jobs often require more technical expertise and higher levels of literacy than those that they replace.

Workplace communication issues are now recognised as being important across the board in industry training. Acknowledgment of this at a national level occurred in May 1995, when the Commonwealth State and Territory Ministers for Vocational Education and Training agreed that English language, literacy and numeracy competencies must be incorporated into competency standards. The current development of Training Packages has presented an ideal opportunity for doing this.

This has meant that Industry Training Advisory Bodies which consist of a range of industry representatives from business, industry, employee groups and other stakeholders have had to revise many of the existing industry standards to include what are known as 'workplace communication competencies', or to include these skills when developing new industry standards. This will facilitate the development of contextualised teaching of language, literacy and numeracy.

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Incorporation of language, literacy and numeracy competencies into industry competency standards

Advice has been provided through a DEETYA funded ANTA managed project to assist industry with this process. *Workplace Communication in National Training Packages: A Practical Guide* contains language, literacy and numeracy descriptors from the National Reporting System customised for use in competency standards. The four step process for incorporation of language, literacy and numeracy competencies into Training Packages outlined in the guide has been revised following trials with Training Package developers.

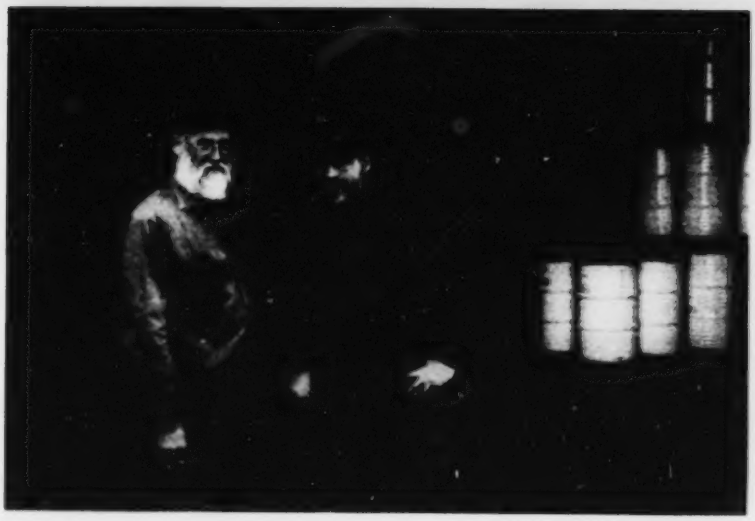
To ensure that competency standards accurately reflect industry needs, all aspects of workplace tasks need to be included. *The International Adult Literacy Survey* found language, literacy and numeracy competencies underlie almost all areas of work to some extent. From the factory floor to the highest level of management, language, literacy and numeracy competencies influence the performance of workplace tasks.

Without explicit reference to these competencies, it is possible that the specific demands of particular tasks may be overlooked in the development of standards. Even in quite technical jobs, language, literacy and numeracy competencies may be central to satisfactory performance.

There is no required format for the inclusion of language, literacy and numeracy competencies in standards. The way in which these competencies are included will vary between industries and even between units within a set of standards.

However, the following information derived from the *Workplace Communication in National Training Packages: A Practical Guide* describes the processes by which industry might:

- identify language, literacy and numeracy competencies needed in the workplace;
- incorporate language, literacy and numeracy competencies into industry competency standards.



How it is done

The process includes:

- gathering information about language, literacy and numeracy activities in the workplace;
- examining the centrality of language, literacy and numeracy activities to workplace tasks; and
- deciding where to include language, literacy and numeracy competencies in the standards.

Language, literacy and numeracy competencies also need to be considered when Units of Competency are packaged into qualifications.

STEP 1
Gather information about language, literacy and numercy activities

STEP 2
Identify the language, literacy and numercy required to achieve competency

STEP 3
Determine the centrality of language, literacy and numeracy activities to workplace tasks

STEP 4
Include language, literacy and numeracy competencies in the standard format

Step 1

Gather information about language, literacy and numeracy activities

To ensure that the standards developed reflect industry requirements it is important to obtain detailed information about the language, literacy and numeracy requirements of the industry and the workplace. This can be done as part of the normal scoping exercise. A representative sample of workplaces and industry employees should be included in this process.

During this process language, literacy and numeracy activities need to be considered as broadly as possible to capture the full range that exists within the industry. To prepare for this exercise it is worthwhile exploring the different ways in which people communicate. In any industry there is likely to be a broad range of communication, both formal and informal, which contributes to the satisfactory performance of work tasks.

Information gathered should clarify the breadth and complexity of language, literacy and numeracy activities in the workplace by focusing on the purpose of the communication.

The following categories, developed from the *National Reporting System*, can be used to identify the purpose of communication. Considering all of these categories reduces the risk of overlooking some areas of communication in the workplace.

What is the purpose of the communication?

- ☆ What communication **systems** are in place within the organisation? How does the workplace manage internal communication? How do employees communicate with management? What paperwork is required by all parties for the workplace to meet its obligations to employees?
- ☆ How do people communicate **cooperatively** in the workplace? Do they read/write shift reports? Do they listen to/read/write messages? Do they discuss and agree on rosters? Do they participate in collective enterprise bargaining?
- ☆ Do people in the workplace have to follow/give written or verbal instructions to perform **procedures**/tasks/have tasks performed? Do they have to supervise others? Are there Standard Operating Procedures to be written or followed?
- ☆ Is there interaction with the **public**/wider community/customers? Do people take phone enquiries, deal with customers/clients and/or give oral presentations to members of the public or community groups?
- ☆ Is it necessary to follow/give instructions to use **technology** to complete tasks in the workplace? Do people have to read manuals, use a machine and/or use the correct technical terminology?
- ☆ How do people in the workplace communicate when teaching/**learning** new skills? What on-the-job training is done? Is a training manual used?
- ☆ Do people use language, literacy and numeracy to pursue **personal** needs or goals? Do they need to give/listen to an explanation of personal matters which affect work? Do they need to develop career paths/individual training plans?

At the completion of Step One you should have identified a range of communication purposes. Step Two will build on this range to isolate specific communication activities required in the workplace.

Step 2

Identify the language, literacy and numeracy required to achieve competency

The following questions should be asked for each workplace task.

What reading, writing, speaking and listening does someone have to do to complete the task satisfactorily?

Does the reading require:

- 'read and do', such as following routine instructions or OH & S signage?
- locating relevant information in written material, such as the correct form, or section of a form, or specific information in workplace documentation?
- interpretation and judgement, such as problem solving, interpreting procedures or selecting what is applicable from one or a number of documents?
- integration of different pieces of information into one cohesive whole, such as developing new procedures?

Does the writing include:

- short notes and messages where the content is important rather than the style, such as informal shift reports or messages to colleagues?
- completing forms with relevant personal or factual details, such as tally sheets, workplace records or personnel forms?
- reports, notices and memos where the writing style is in keeping with the demands of the audience and the purpose of the communication, such as minutes of meetings, standard operating procedures or accident reports?
- reports, letters or notes which put forward a coherent position or conclusion, such as planning documents or promotional letters?

Does the spoken communication include:

- exchange of information, such as answering customer enquiries, asking questions of clarification, giving instructions/explanations, responding to interview questions, giving prepared presentations?
- open-ended discussion to clarify issues, problem solve or consolidate working relations, such as chairing a meeting, negotiating with customers or participating in a focus group?

Does the listening require:

- listening to short simple instructions, such as evacuation procedures?
- listening for main ideas and supporting points, such as in a training session?
- listening to a presentation containing logic/arguments/explanation, such as marketing representations?

What has to be listened to, or read?

Collect representative examples.

- Complex graphics, charts, diagrams or technical displays?
- Does the reading include making comparisons of data based on statistical or computer presented information?

What has to be written or said?

Collect representative examples.

- Is the audience known?
- Is there opportunity for on-going feedback?
- What is the power relationship between the participants?
- Is the exchange structured or is it more open-ended?

Does a mathematical process or calculation have to be carried out?
For what purpose?
Collect representative examples of texts.

- To what extent are the processes/calculations routine and familiar? Does satisfactory completion of the task require participants to select appropriate strategies from a range?
- Are estimation skills involved?
- What maths language has to be used?
- What maths calculations are involved?

These questions have been derived from the language, literacy and numeracy descriptors identified in the *National Reporting System*. Appendix 2 in the publication *Workplace Communication in National Training Packages: A Practical Guide* provides a list of reading, writing, speaking and listening competencies which have been developed from the NRS for inclusion in industry competency standards. They reflect common language, literacy and numeracy activities and can assist with the identification of similar activities in the workplace.

At the completion of Step Two you will have identified and described the language, literacy and numeracy activities that exist in the workplace. Step Three will examine the relationship of these activities to the successful performance of workplace tasks.

Step 3

Determine the centrality of language, literacy and numeracy activities to workplace tasks

Before the identified language, literacy and numeracy activities are included in the competency standards it is useful to examine the part they play in workplace tasks. Some language, literacy and numeracy activities will be central to the workplace role, such as telephone communication skills for a receptionist. Others will form a small part of a larger vocational task, such as reading an LED message while monitoring machinery on a production line.

The centrality of language, literacy and numeracy activities to the workplace task will determine how they are incorporated into the standards. In this step it should be possible to determine whether the language, literacy and numeracy activities stand alone, are crucial to a workplace task or are simply one supporting part of a larger task.

To determine the centrality of the activity to the workplace task the following questions should be considered.

Is the language, literacy or numeracy activity a complete workplace task?

Does the successful performance of a workplace task rely on the language, literacy or numeracy activity?

Does the language, literacy or numeracy activity contribute to the achievement of the workplace task?

Could the workplace task be achieved to some degree without the language, literacy or numeracy activity?

Step 4

Include language, literacy and numeracy competencies in the standards format

There are four alternatives for including the identified language, literacy and numeracy activities in industry competency standards. They are:

- adding to the Range of Variables
- adding Performance Criteria
- adding an Element of Competency
- adding a Unit of Competency

The centrality of the language, literacy and numeracy activities to the workplace task will govern the selection of an appropriate alternative. In many cases the alternatives will be used in combination. Adding an Element of Competency to standards will necessitate the addition of Performance Criteria. Any additions to standards will also need to be captured in the Range of Variables section.

Examples of language, literacy and numeracy in industry standards

Workplace communication written into an industry standard that you might be using will show up in one of the following ways:

As a discrete Unit of Competency or as an Element of Competency.

Separate units of competency will be seen where language, literacy and numeracy tasks form a central workplace role function. Here is a Unit of Competency - *Maintain and organise workplace records* from *the Plastics, Rubber and Cablemaking Standards*.

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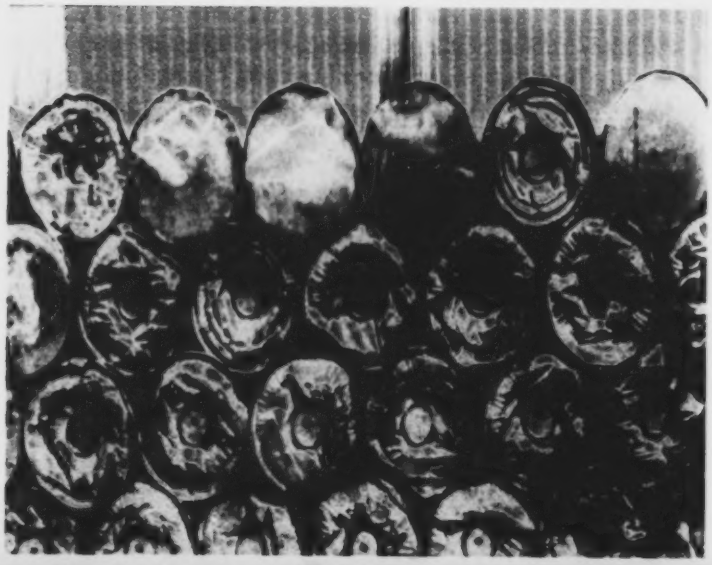
Plastics, Rubber and Cablemaking Training Package

Unit: Maintain and organise workplace records

ELEMENT	PERFORMANCE CRITERA
1 Record Information	**Purpose of records** to be maintained is identified in relation to customer requirements, quality system or production requirements Requirements for completion of workplace **records are identified** in accordance with workplace procedures Information is **recorded and/or collated** ensuring appropriate information and any samples is included in an appropriate manner
2 Maintain document filing arrangements	**Organisation system** for records is **identified** **Records are filed** following workplace conventions **Obsolete or non-conforming records** are dealt with following workplace procedures
3 Respond to information requests	Requests for information are **interpreted and prioritised** **Information requested is identified** and provided within required workplace policies and time frames
4 Organise file movements	Files to be relocated are **identified** **Records of movement are completed and filed** following workplace procedures
5 Maintain security of workplace records	Security requirements for workplace records are **identified** Security arrangements are **maintained for files** (Any) security breaches are **notified** to appropriate personnel

Following the unit title are the *elements of competency* and then a breakdown of each of these into *performance criteria*. In this standard each of the performance criteria relate directly to communication skills and have language, literacy and numeracy embedded in them.



Performance criteria

Identifying, recording, systematising, collating, interpreting are all rich descriptors for a series of reading, writing and numeracy skills that are embedded within the performance criteria of these competencies.

Those responsible for the training and assessing of this unit would need to take these skills into account if it was to be fair and reliable. The trainer or assessor would also need to be aware that in order to carry out the performance criteria of:

2 Maintain document filing arrangements
• **obsolete or non-conforming records** are dealt with following workplace procedures

the specific skills of *reading for meaning, critiquing for importance, skimming for quick meaning, formal and non- formal workplace communication structures and an understanding of alphabetical or numerical record keeping procedures* would need to be extracted, acknowledged and supported in training and assessment.

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Customising standards to specific workplaces

The literacy expert working with a workplace assessor to develop appropriate assessment tasks or training within the workplace would need to ask questions about the standards such as:

'What are the particular *workplace procedures* and *quality systems* being used and how much reading or writing is needed to understand these?'

'Are workers expected to be hand filing written notes into filing cabinets or are they operating a data base on a computer?'

'What are the specific security arrangements in place and how much reading or writing is needed to understand these?'

'Are workers expected to notify security breaches orally or by written report?'

Issues such as these are usually decided at the enterprise level and depend on a whole range of factors such as the size of the enterprise and the degree to which it has embraced technology. Nevertheless, many of these distinctions may be *assumed* in a workplace and it is crucial they are dealt with explicitly in order for fair and reliable assessments to occur.

Range Statements and Evidence Guide

Information to inform the assessment of an element of competency can also be found as part of the *Range Statements* and *Evidence Guide*. This will be seen where language, literacy and numeracy has been included in the Units, Elements and Performance Criteria of the standard.

An example of language, literacy and numeracy integrated into the *performance criteria* of the standards and then effectively supported by detailed Range Statements and Evidence Guide is this unit from the *Community Services and Health standards*.

AC2 **Assist with aged people's personal needs**

Unit title

Assisting aged people to meet daily living needs including nourishment, mobility, personal hygiene and other support within the plan of care

ELEMENT	PERFORMANCE CRITERA
1 Support the preferences of aged people within role and responsibility	Personal preferences are identified in consultation with the aged person and accommodated, within organisational parameters Aged people are supported and encouraged in exercising their rights and independence without compromising their safety and that of others Appropriate communication and relationship building processes are used to identify the aged person's preferences and encourage independence Factual information to identify the aged person's preferences is gathered Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged person's preferences are conducted
2 Provide assistance with aged people's personal needs	Aged people's needs are identified and assistance is provided Difficulties in meeting needs are clarified with the aged person where appropriate and addressed within organisational parameters Processes and aids for providing assistance for aged people are identified and used as appropriate Aged people are provided with information to assist in meeting their personal needs Organisational policies and practices for reporting are followed as appropriate

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Range of variables

Personal needs may include providing assistance with:

- *daily living including:*
- maintaining personal safety
- communication (speech, writing, non-verbal communication)
- eating and drinking
- eliminating
- breathing
- mobilising and transferring (moving from place to place and position to position)
- attending to personal hygiene (bathing, laundering personal linen)
- dressing and undressing
- attending own spiritual needs
- grooming and expressing sexuality

- *physical/instrumental activities of daily living:*
- accessing education and employment
- accessing financial resources and allowances
- paying bills and regular outgoings
- shopping
- preparing meals
- climbing stairs
- maintaining household (cleaning, laundry, decor, repairs)
- travelling by private and public transport
- interacting with others and socialising
- accessing leisure, recreational and sporting activities

- *assisting with self-administration of medication according to:*
- organisational practice and policy
- government regulation, policy and legislation
- instructions of the client, their advocate and/or the relevant professional/key worker

Rights include:

- *privacy*
- *confidentiality*
- *to be treated in a dignified, safe and comfortable manner*
- *to express own feelings*

Appropriate communication and relationship building processes may include:

- *courtesy*
- *empathy*
- *non- judgemental manner*
- *listening*
- *treating the aged person as an individual*
- *respect for differences*
  - cultural
  - physical
  - emotional
  - beliefs
  - customs
  - values
  - religions

Factual Information to identify aged person's preferences may be gathered by:

- *asking questions*
- *observing aged person*
- *asking for clarification from aged person*
- *asking other relevant people such as relatives, friends, staff*
- *listening for relevant information concerning gaed persons preferences*

Assistance may vary according to:

- *the ability of the worker*
- *mental health*
- *physical health*

Processes and aids may include:

- *meals on wheels*
- *all equipment and aids*
- *transport services*

Reporting may include:

- *changes in appearance and behaviour in accordance with reporting instructions*

Reporting may be to:

- supervisors
- colleagues
- health workers
- administrators
- health care services
- emergency services
- community care
- social services
- relatives

Reporting may be via:

- *telephone*
- *hand over reports*
- *incident reports*
- *face to face*
- *written*

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Evidence guide

Context of assessment

Assessment may be on the job or by simulation with the appropriate communication unit (COM1 or 2). Assessors should particularly look for:

- *understanding and adherence to own role boundaries*
- *understanding of accountability and responsibility of supervisors and colleagues*
- *consultation with aged person including asking questions, observing and listening*

Underpinning knowledge

- *knowledge of and adherence to care plans*
- *common health problems of aged people and their effects*
- *different cultural requirements and preferences*
- *factors giving rise to grief and loss in the aged*
- *safety risks to aged people*
- *own role within organisational guidelines*
- *relevant plan of care and own role and responsibilities within it*
- *relevant policies, protocols, and practices of the organisation in relation to own work activities*
- *major components of different systems of the body*
- *common health problems of aged people and their effects*
- *processes of ageing*
- *reasons why some aged people are vulnerable to malnutrition and dehydration*
- *relevant medication guidelines such as:*

  Australian Pharmaceutical Advisory Council, *Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities*, Feb 1997 (this contains the following document)

  Australian Nursing Federation Royal College of Nursing Australia Geriaction, *Nursing Guidelines for Medication Management in Nursing Homes and Hostels*, 1997

  NSW Health Department, *Circular 97/10 Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales*, Jan 1997

  Aged Care Victoria, *The Administration of Hostel Medication*, Nov 1996

- *depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:*

  alcohol and other drugs
  cultural and linguistic diversity
  risk of self harm
  women
  men
  community education
  Aboriginal and Torres Strait Islanders
  mental health

Underpinning skills

- *Oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service.*
- *Oral communication skills include asking questions, clarifying understanding of aged person's preferences, and expressing encouragement in communication.*
- *Service/organisation may require competence in English or community language, depending on client group.*
- *Reading and writing skills (literacy competence) required to fulfil job roles as specified by organisation/service.*
- *The level of skill may range from the ability to taking short messages or write a shopping list, to assisting aged person with banking, reading of mail etc.*
- *Service/organisation may require competence in a language other than English, depending on client group.*
- *basic counselling*

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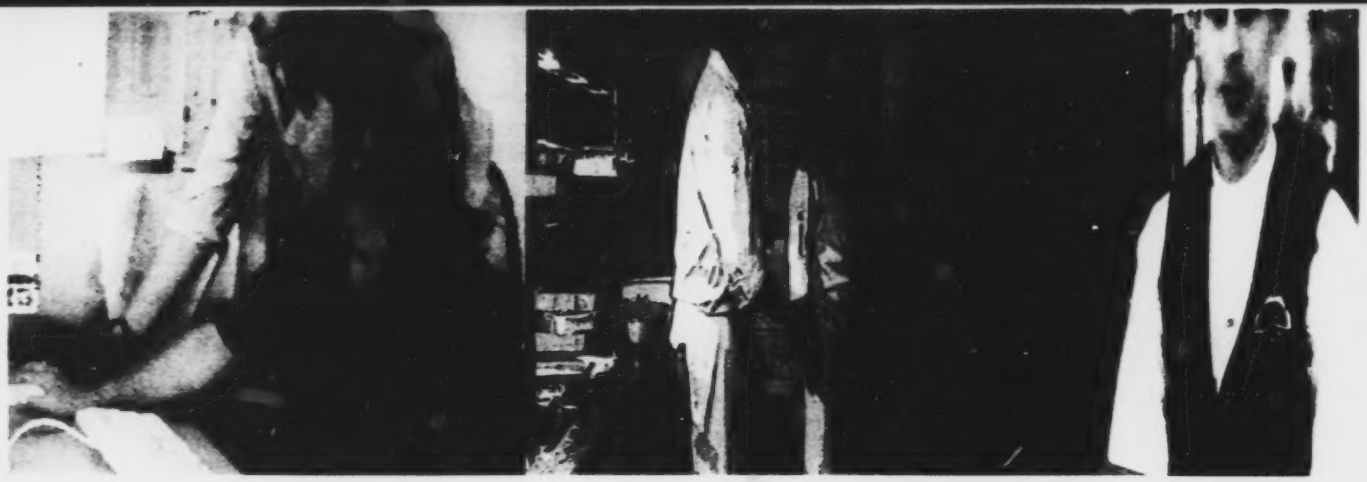

In this unit language, literacy and numeracy competencies have been identified as important as parts of larger tasks and included explicitly in particular performance criteria. To support this there is also explicit reference to language, literacy and numeracy skills in the Evidence Guide, particularly the *Underpinning skills* section that are identified as crucial for the satisfactory performance of this workplace role function.

Using the NRS to identify language, literacy and numeracy skill levels

The reader of the standard will still however have to uncover the actual level of communication tasks that are expressed within the standard. Here the NRS provides guidance for practitioners with the alignment of communication skills against standards.

In this example, the oracy skills from the industry standards have been aligned against NRS level 3 Oral Communication Indicators of Competence.

COMMUNITY SERVICES AND HEALTH STANDARDS	NATIONAL REPORTING SYSTEM
Element	**Oral Communication**
1 Support the preferences of aged people within role and responsibility	
Performance criteria	**Indicators of competence**
- factual information to identify the aged person's preferences and encourage independence is elicited and given	3.6 Participates in short transactions, using basic generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information.
- short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged person's preferences and encourage independence are conducted	3.7 Takes part in short interpersonal exchanges, demonstrating some awareness of register and interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving.
- relevant information concerning aged person's preferences and requests is listened for	3.8 Derives meaning from sustained oral texts.

The additional **Language and literacy features and performance strategies** from level 3 of the NRS underpin these indicators and may be of assistance in developing training or assessment.

Phonology & Graphology

Uses a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text.

Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, exclamation marks, speech marks.

Uses legible handwriting style as required by audience and purpose for writing.

Uses page layout to support text structure.

Spells with reasonable accuracy, will attempt new words, will use spelling references for support.

Speaks with pronunciation, stress patterns and intonation which do not obscure meaning but may require verification from time to time

Uses pace of utterance to enhance meaning

Can generally interpret stress and intonation

May follow discourse patterns at normal rate of utterance

Meaning-Making Strategies

Demonstrates some awareness of the need to vary spoken and written language to meet requirements of audiences and purpose

Demonstrates some awareness that when social relations change, language may also change and makes choices about language use in familiar contexts

Recognises that discourse structure of a text is determined by the writers or speakers to serve a particular purpose, e.g. to appeal to or exclude a particular group or individual

Makes notes from spoken or written texts on familiar topics

Uses knowledge of structure of text to predict content

Demonstrates awareness of choices for register, especially in situations which are familiar

Clarifies intended meaning by proof-reading own writing, asking for repetition when listening, varying speed when reading or speaking and changing tone or emphasis when speaking

Experiments with interrelated ideas and information when writing about familiar topics within a range of text types

Recognises the significance and uses of languages and language varieties other than standardised English in familiar contexts

Vocabulary and Grammar

Has increasingly precise use of vocabulary which is sufficiently broad so that a relevant word is almost always available for everyday contexts.

Uses and comprehends some compound sentences.

Produces and interprets texts which are likely to be cohesive, especially in short texts or utterances.

Uses and comprehends simple grammatical forms and vocabulary to give instructions, give explanations, ask questions, and express viewpoints.

Recognises and uses introductory phrases which indicate that an opinion, or a fact, is being offered.

Recognises some common idioms.

Identifies how words and grammatical choices carry particular shades of meaning in a familiar context.

Uses and comprehends dependent clauses introduced by words such as although, when, if and while.

Discourse Structure

Comprehends longer texts with limited complexity

Reads graphic information of limited complexity which summarises data.

Uses basic models to produce a range of texts types, although may handle a particular text type more easily than another.

Has control of some basic generic structures and can produce short written or spoken texts with accuracy in the defined genres.

Draws on knowledge of linguistic structures and features to explain how texts are constructed.

Participates in casual conversations, e.g. about current events, work, family and self.

Sequences writing.

Uses interactional strategies such as providing verbal and non-verbal feedback in order to show interest or attitude.

Some Packaging issues

As part of the Training Package development process Units of Competence are packaged against the Australian Qualifications Framework. Language, literacy and numeracy content must be considered when packaging decisions are made.

The way in which a package of units is aligned to the AQF generally reflects the level of 'technical' difficulty of the group of units. However, the language, literacy and numeracy competence required will vary in complexity even for qualifications at the same AQF level. There is no easy correlation between low levels of AQF and low levels of communication. For example, a customer service role at AQF 2 will require greater oral communication competence than a technical production role at the same AQF level.

Where language, literacy and numeracy competencies have been incorporated into Units of Competency the way in which units are packaged will determine the level of complexity of the communication component.

Where language, literacy and numeracy competencies have been developed into discrete units, care will need to be taken when packaging units to ensure that the level of complexity of communication inherent in the unit is appropriate for the identified qualification. In many sets of standards there may be communication units at different levels of complexity as qualifications at different levels may require the inclusion of communication units at different levels of complexity.

The Manufacturing, Engineering & Related Services (MERS) Industry Training Advisory Body, Qld commissioned *MW Training Consultants* to develop a literary workbook for use in assessment of standards. One result of this is a trainers manual that itemises certain communication tasks against NRS levels.

Standard:	**Unit**	**1.4F**	**Plan to undertake a routine task**
Elements		**1.4F.1**	**Identify Task Requirements**
		1.4F.2	**Plan steps required to complete task**
		1.4F.3	**Review plan**

Work Task	**NRS level**	**Indicators of Competence**
D1: A Forklift	level 1	· uses and understands individual words & phrases which are either personal or familiar · understands information that is short, clearly or practically related · reads and identifies signs and symbols relating to immediate environment
D2: Workmates and safety	level 2	· writes notes on familiar topic & Safety · in conversation can gain or provide facts relevant to workplace or personal information · can explain everyday duties and listens for meaningful information · uses simple but extended sentences · spelling is more regular · recognises differences in speaking to work mates or someone from another culture or acquaintances · written informal and formal language
D3: Procedures	level 3	· adapts prior experience and workplace knowledge to write up results · correctly interprets information which is both written or graphic · uses paragraphing in report writing · most spelling is correct · identifies and uses specific written formats relevant to the workplace
D4: Supervision and Tuition	level 4	· uses a variety of writing styles - diagram/symbol/note/concept map · matches style of writing to purpose and audience · selects words appropriate to audience · spells frequently used words accurately and has legible, print/cursive writing
D5: Cogs and Wheels	level 5	· reads and interprets meaning beyond the written word · engages in complex problem-solving responding to differing views and opinions to gain an end result · uses complex writing styles to suit purpose · uses and comprehends structurally complex sentences and words to gains precise meaning · spells accurately
Conditions of performance:		level **a** = works alongside trainer/mentor level **b** = requires support intermittently level **c** = demonstrates competence in **immediate** context

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Standards as the new Assessment Tool

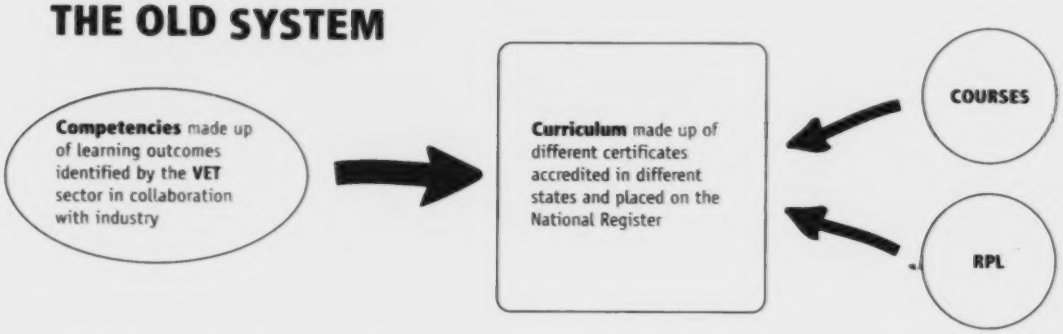
Assessment has always been important but in the past it has often been the training component of training and assessment which has been the major focus. Within the NTF, however, assessment achieves a much more prominent role, becoming a critical quality control mechanism in several new ways.

- Credentials are now much more directly linked to the assessment of workplace competency. It is that *assessment against the standards* which is critical, rather than the completion of a training program or assessment against learning outcomes.
- The quality of training provision is now linked to assessment processes. *Assessors rather than trainers* must satisfy the requirements as set out in the endorsed industry assessment guidelines. This will entail assessors themselves having the competencies they are assessing or working closely with industry experts who have those competencies.

By comparison with the idea of assessment as something which is of only secondary importance following a training program, the new system requires a view of assessment as an integral part of vocational education and training.

The following diagrams represents some of these changes.

THE OLD SYSTEM


Competencies made up of learning outcomes identified by the **VET** sector in collaboration with industry
Curriculum made up of different certificates accredited in different states and placed on the National Register
COURSES
RPL

Students assessed against Learning Outcomes and qualifications issued on completion of whole course

The CGEA has been used a little bit as pre-assessment tool but you are assessing against standards in industry not assessing against the performance criteria of accredited curriculum any more.

Enterprise teacher working with standards

THE NEW SYSTEM

Competencies made up of work descriptions validated by the relevant industry and endorsed by the National Training Framework Committee to become an integrated package of standards, assessment guidelines and qualifications

STUDENTS/WORKERS ASSESSED AGAINST ENDORSED INDUSTRY STANDARDS

Registration of Training Organisations

- life/work experience
- flexible approaches to learning
- on-the-job training
- accredited curriculum

1 In May 1995 the Commonwealth, State and Territory Ministers for Vocational Education and Training agreed that English language, literacy, and numeracy competencies must be incorporated into competency standards. This means a strong role for language, literacy and numeracy professionals in formulating and delivering training and supporting the assessment process.

2 Some industry standards use the Mayer Key Competencies as a way of including language, literacy and numeracy skills and understandings. Therefore, teachers should familiarise themselves with the concepts and language of the Key Competencies as they crop-up often in the standards.

3 ANTA's *Workplace Communication in Training Packages project* provided advice to ITABs about how to include language, literacy and numeracy in industry standards. Advice was informed by the *National Reporting System*.

4 'User choice' means employers can in many cases select their preferred Registered Training Organisation to deliver appropriate training. This means that language, literacy and numeracy providers will have to be clear about the services they can offer to industry and market themselves accordingly.

5 Accredited curriculum will continue to be used where Training Packages do not exist. Many curriculum documents will not be renewed at the end of their accreditation period.

6 Accredited curriculum may be used to deliver content that is relevant to the industry standards but final assessment should be against the relevant Training Package rather than curriculum.

7 Teachers and trainers can have a more autonomous role in the development of their own learning materials to meet their students' needs, within the overall requirements of Training Packages.

8 The Learning Strategy allows for specific training programs to be tailomade to flexibly meet the needs of individual trainees.

9 Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC) are viewed as increasingly important in this new system as workers can have previous work and industrial experience recognised and assessed for the purposes of gaining a Training Package related qualification and/or Statement of Attainment.

What are the roles of the future language, literacy and numeracy practitioner in industry?

If you're not in the vanguard you are in the guard's van

'New policy and changes often leave practitioners uncertain how to merge the literacy in industrial and commercial contexts with their work practice in a meaningful way.'

LL&N practioner

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"You can't go into a workplace thinking of yourself as a language and literacy teacher you have to think as a trainer - your quality management skills need to be in line with the company."

WELL teacher

It must be remembered that industry training is firmly based on the intention to see as many employees as possible meet their industry standards. For training and assessment to be effective the workplace trainer or assessor must not only understand the technical skills to be developed or assessed but also understand the theoretical frameworks of adult learning. If not, participants will not benefit from training and there will be problems with the assessment process. To overcome potential problems there needs to be input from educators - experts in the learning experience.

Industry Assessment guidelines suggest that partnerships with language, literacy and numeracy practitioners may need to be made. The degree to which this is done will depend upon the industry, the degree to which language, literacy and numeracy feature in the standards being used, and the particular communication needs of trainees.

As such, teachers find themselves powerfully placed to assist industry in the implementation of Training Packages and the nature and shape of training and standards assessment.

In the first instance, in order to get these partnerships up and running, managers of language and literacy departments within **Registered Training Organisations** will need to:

- recognise the link between training outcomes and financial benefits to industry;
- identify and make links with the industries using Training Packages;
- identify the ways to support large industries and small businesses implement Training Packages;
- develop clear messages to explain the benefits of working in partnership with language and literacy specialists to industry management and workplace assessors;
- convert the interest in improved training outcomes into a commitment of funds from industry management;
- act as a broker and negotiate possible training arrangements with management and training clients;
- identify the diverse needs of training clients;
- understand the concept and practice of flexible delivery and develop materials and methodology to support this.

Enterprise-based teachers placed within industry as language, literacy and numeracy experts may then be expected to:

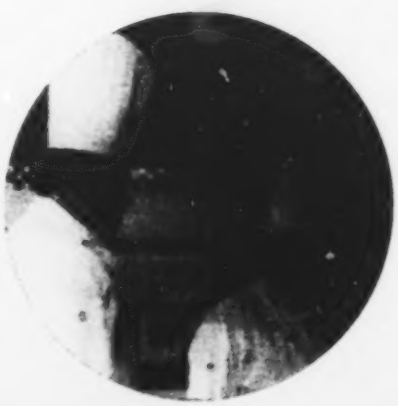
- do some further training such as a workplace assessor course;
- work with industry to identify training needs and to write a comprehensive training plan;
- work with a training officer to identify what specialised literacy training is needed;
- liaise between an employer and trainee about individuals training needs and outcomes;
- work alongside the industry expert during assessment for aspects that are primarily technical;
- take a leadership role in assessment when literacy skills are in focus;
- find existing resources within the company for use by trainers and assessors;
- develop appropriate customised learning materials for trainees;
- research the range of services needed to support trainees in their career or course choice;
- develop training, record keeping, and assessment materials.

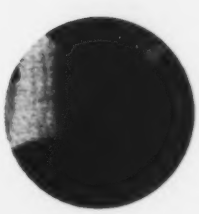
Consultancy work that supports the culture of clear workplace communication may include:

- providing professional development sessions to workplace assessors about language and literacy in industry standards;
- checking over memos, letters and newsletters that go out to make sure they are in Plain English, and;
- rewriting into Plain English, material such as safety procedures, instructions and operating manuals.

As you can see the language, literacy and numeracy practitioner will have a number of roles in the post - Training Package era. These can be summarised as:

- interpreter of standards
- professional teaching adviser including support for industry or VET trainers such as workplace assessor professional development sessions
- assessor adviser
- developer of customised training
- developer of resources for assessment and training
- teaching and assessor roles in industry





'The language and literacy teacher's role is challenged but not necessarily negated by the new system. Teachers will need to move toward a model that sees them as a training broker and facilitator rather than primarily a face-to-face provider.'

TAFE LL&N co-ordinator

What is in a Training Package?

Laying the tracks to get from A to B

Many of Australia's systems have developed on a state by state basis. For example, our freight- train tracks used to differ in width between states making the transfer of goods time consuming and costly. The move toward standardised tracks has optimised trade within the country. The development of a single national system of training and the introduction of Training Packages is also a way of ensuring vocational education and training outcomes are consistent across the entire Australian workforce.

But what is a Training Package? What does one look like?

You may have seen Training Packages represented by this diagram.

What Training Packages look like

ENDORSED

National Competency Standards

A set of broadly-based industry and enterprise competency units which define the full range of workplace requirements across those industry sectors covered by the Training Package.

Key Features:

- each unit identifies a discrete workplace requirement;
- units will incorporate underpinning skills and knowledge, key competencies, language, literacy and numeracy, and occupational health and safety requirements;
- must be flexible in application but sufficiently detailed to guide

Assessment Guidelines

Provide advice on specific industry assessment arrangements to underpin the assessment of competencies attained and form the basis for the issuing of national qualifications and statements of attainment.

Key Features:

- outline industry approach and processes to ensure valid and reliable assessments of competency, both in the workplace and institutional contexts;
- developed and agreed by industry within broad national principles;
- normally one set will be developed and applied across the range of

Qualifications

A range of national qualifications based on combinations of competency units which provide meaningful outcomes at an industry or enterprise level.

Key Features:

- each set of units is aligned directly against the Australian Qualifications Framework (AQF);
- within a Training Package, qualifications may range from Certificate 1 to Advanced Diploma levels, and will include recommended national titles;
- will identify New Apprenticeship pathways within the Training Package.

NON-ENDORSED

Learning Strategy

An optional component providing information on how training programs may be organised in workplaces and through Registered Training Organisations to deliver competency-based national qualifications.

Key Features:

- may include information on learning pathways and training for specific client groups, model training programs and a range of training materials to support trainers and individuals, for example learner guides, worplace coach guides.

Assessment Resources

An optional component providing assessment materials to support the industry's assessment guidelines.

Key Features:

- may include advice on the use of assessment materials and information on how to modify assessment materials to suit particular situations.

Professional Development Materials

An optional component to assist trainers, teachers, employers, trainees and others seeking to use the Training Package.

Key Features:

- may include information on the use of the Training Package and supporting resource materials, or refer uses to other useful professional development materials.

This is a virtual representation as the various components represented here do not exist within a real folder or box that you can see. Rather they represent parts of a system.

Some components are standard across all industries. Some components are industry specific. Some components can be designed to suit the training needs of specific workplaces. Before we investigate these components in detail here is a brief general explanation of this diagram.

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The endorsed section

A Training Package has an **endorsed section** which acts like standardised train track - the endorsed components provide a common industry developed basis for training and assessment. This section includes:

National Competency Standards - these describe areas in which people need to be competent to do a particular job to the standards required by industry.

Industry standards developed by different ITABs will differ although the industry standards component of each package will be presented in a consistent format.

Each standard has:

- a unit title and descriptor
- some elements of competency- these describe the outcomes that contribute to a unit
- performance criteria- these specify the required level of performance
- range of variables - these identify the range of contexts and conditions to which the performance criteria apply, and,
- an evidence guide - this assists with interpretation and assessment of the unit.

The **Evidence guide** of a well written standard will provide information for designing and conducting appropriate assessment tasks for that unit.

The units of competency in the standards describe what people need to do and know in their industry. Many industries are in the process of developing or redeveloping their competency standards as part of the new Training Packages. The focus of training outcomes will be the assessment of people's competence directly against national competency standards in industry Training Packages, so that they can receive a national qualification or Statement of Attainment.

This will mean extracting the underpinning language, literacy and numeracy skills from various parts of the standards and creating training to support trainees who may have difficulty demonstrating their competence. It may also mean helping to design assessment materials that allow participants to demonstrate the standard being tested without being unfairly hindered by language and literacy competence.

Most industries will have core or common competencies, sector specific competencies and/or optional competencies. They'll all look a bit different, so get to know the ones you will use and make sure they are the latest version. You can refer to the ANTA National Training Information Service website at www.anta.gov.au/ntis to check the currency of a Training Package document.

Assessment guidelines

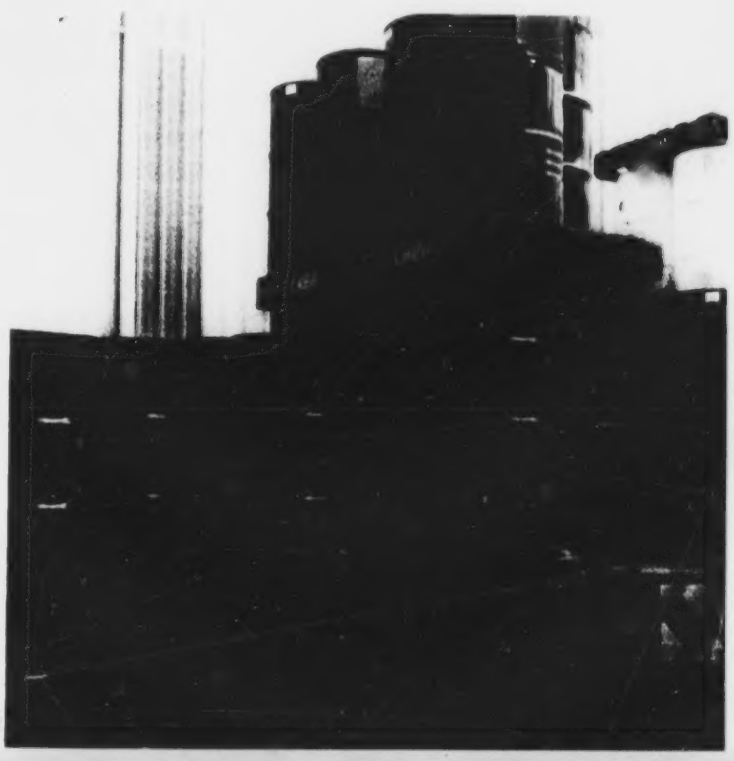
These include industry's requirements for assessor qualifications, as well as guidance on how to assess people's competence. The assessment guidelines should state where a specialised language and literacy focus is required to guarantee fair assessment.

Assessment guidelines show how to assess fairly if a worker has the competencies to do the requirements of the job. They also set out the rules for the development of specific assessment procedures in particular industries.

Section C - *Guidelines to Developing Assessment Instruments* from the *Forest and Forest Products Industry Assessment Guideline* states:

"Assessment Instruments will meet the requirements of the industry enterprise that supports them and will be consistent with the industry's operational contexts. These require the Developers of Assessment Instruments amongst other things to:

- Ensure that all Assessment instruments are gender neutral;
- Integrate workplace communication and numeracy into training packages;
- Ensure that all assessment tasks, activities and forms of evidence are designed so as to not limit assessment opportunities of persons of any gender, age or cultural background - including those people with limited workplace communication and numeracy skills (where these skills are not the sole basis of the assessment)."



The National Qualifications

The National Qualifications part of the packages are defined using the Australian Qualifications Framework. The AQF is used as a single, coherent framework for all recognised qualifications within Training Packages.

Within the VET sector the following nationally recognised qualifications may be issued.

Certificate I
Certificate II
Certificate III
Certificate IV
Diploma
Advanced Diploma

Under the AQF, qualifications issued in the workplace must lead to the achievement of a 'package' of units of competency. These qualifications are developed by packaging national competency standards into combinations meaningful to the particular industry or enterprise. This means that an achieved unit, rather than being an isolated, industry specific unit, will ultimately form part of a nationally recognised qualification.

Grouping of units in this way will also help identify New Apprenticeship pathways.

The Competency Standards, developed by an industry after research and consultation, are **packaged** together into qualifications according to the requirements of particular industry sectors. For example, look at how the Transport and Distribution (Warehousing) Units of Competency have been packaged into a Certificate II qualification.

TDT 201 97 CERTIFICATE II IN TRANSPORT & DISTRIBUTION (WAREHOUSING)

A general qualification for the Warehousing Industry. Successful completion will require competency in units that relate to work defined as aligned to AQF Level 2.

"Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes"

Qualification Contents
Units may be selected from the following units of Competency aligned to Certificate II. Certificates I units (7), are prerequisites for this qualification.

Requirements for completion of the Qualification
A successful assessment outcome for 7 of the 18 units aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines. If additional units are acquired, credit for two additional units may be credited to Certificate

FIELD	UNIT
A11 Handling Stock	A11 Package Goods A12 Pick and Process Orders A13 Receive Goods A14 Use Product Knowledge to Complete Work Operations A20 Replenish Stock A21 Dispatch Stock A22 Participate in Stocktakes
B1 Equipment Checking and Maintainence	B1 Check and Assess Occupational Capability of Equipment
D3 Handle Dangerous and Hazardous Goods	D3 Handle Dangerous and Hazardous Goods D4 Load and Unload Goods/Cargo D7 Prepare Cargo for Transfer with Slings D10 Operate a Forklift D12 Operate Specialised Load Shifting Equipment
F6 Occupational Health and Safety	F6 Apply Emergency/Accident Procedures
I2 Customer Service	I2 Apply Customer Service Skills
J1 Quality	J1 Apply Quality Procedures
K1 Computing and Technology	K1 Use Computer Applications K2 Use Infotechnology Devices in the Workplace

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Remember that the new system will mean that people will be assessed against these packaged Competency Standards in order to gain a qualification which is recognised throughout Australia. Training Packages will be made up of these packaged Competency Standards and qualifications which relate to the Australian Qualifications Framework (AQF).

Non-endorsed components

The **non-endorsed** components support the delivery of the Training Packages.

They are as important as the Endorsed components, because like freight trains, they represent the pragmatic tools to get from A to B. These components offer strategies and resources that a Registered Training Organisation's teachers and trainers can develop and use to deliver the related training and assessment for the various Training Package qualifications.

The **Learning Strategy** provides information on how training programs may be organised in workplaces and training institutions. In order that trainees attain the required competencies relevant to their job, specific training programs may need to be tailormade for them within the requirement of the particular Training Package.

Within the Learning Strategy specific **Learning Pathways** may be identified to assist in the development of training programs. This involves finding the best way of combining structured learning gained at school, in a training organisation and/or in the workplace with life and previous work experience.

As such, formal **Recognition of Prior Learning** and **Recognition of Current Competency** should be available as part of any learning strategy. The bottom line is that a learning strategy should allow for the development of underlying skills and knowledge needed to achieve competence in a package of units.

numeracy needs are identified then training may need to be offered to support these.

Recognition of Current Competency (RCC)
The recognition of jobs or tasks a person already performs competently in the workplace.

Recognition of Prior Learning (RPL)
Credit for, or recognition of, previously learned relevant knowledge and skill.

Existing curriculum may be used as part of a learning pathway; however, all final assessment must be assessed against the competencies of the industry standards. Where language, literacy or numeracy needs are identified then training may need to be offered to support these.

Model Training Programs may be a way of mapping out recommended training approaches for a particular qualification within a Training Package.

Training materials may need to be developed for use by trainers, teachers, trainees and supervisors in order to implement training programs.

These might include:

- a trainer guide
- a trainee self study guide
- flexible delivery learning materials
- trainee workbooks
- training record guide
- training implementation guide

In the case of workplace communication, Non-English speaking, or trainees with language, literacy or numeracy needs may require specialised training materials to be developed to assist them in achieving qualifications through Training Packages.

Assessment Resources are evidence gathering tools and other information to assist RTOs and workplaces to develop fair and even approach to assessments. This section may include information on how to modify assessment materials to suit particular situations. It also contains ideas to help with record keeping and reporting and examples of model assessments for the particular industry. The industry guidelines for assessor qualifications and training are also outlined here.

This assessment resource guide developed for the Forest and Forest Products Employment Skills Company (FAFPESC) gives details to assessors about how to carry out a specific assessment procedure and assessment record keeping methodology.

Specific assessment procedure
Unit AP3.17 - Chip or flake wood

Overall assessment plan

If you are an external assessor you will need to visit the applicant's workplace on at least one occasion. If you normally work with the applicant you will be able to complete the record of evidence over an extended period.

To carry out the assessment you will

- see the applicant working
- ask him/her questions
- look at material he/she has chipped or flaked

Assessment evidence

Four types of evidence are used to assess this unit. One or more types are required to assess each performance criteria and these are written beside the criteria in the record of evidence.

Applicant questions

Oral questions are used to collect evidence about the applicant's knowledge. The applicant must answer these without help from other people. You may assist the applicant to understand the question.

Observation

Observe the applicant at the time of assessment. You must identify this evidence yourself and some details of the evidence required are provided.

Performance

This refers to the applicant's performance over an extended period. If you do not work with the applicant on a regular basis you will need to use one or more workplace advisers. They should contribute their own knowledge of the applicant's performance so that you can jointly mark the performance criteria.

For some performance criteria, questions are provided which you may ask the advisers to help you gather the appropriate evidence. These are open questions to encourage the advisers to talk about the applicant's work practices.

Product

The product of the chipping or flaking operation is the chipped/flaked material. Some evidence must be gained by observing the condition of chips/flakes the applicant has produced both while you are watching his/her performance and while you were not present.

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Record of evidence
Unit AP3.17 - Chip or flake wood

Element AP3.17.1 Prepare to operate system		Evidence required
a.	Follows OH&S regulations, policies and precautions.	*applicant question observation*
b.	Identifies customer/enterprise requirements for waste products.	
c.	Carries out machinery start-up checks to organisation standards.	
d.	Adjusts machines and feed systems to produce chip/flake size to match customer/organisation requirements.	
e.	Ensures availability of sufficient waste bins to meet job requirements if appropriate.	
f	Communication with supervisor and other workers is maintained to ensure efficient work flow co-ordination and personnel co-operation.	

Element AP3.17.2 Chip material		Evidence required
a	Follows OH&S regulations in accordance with organisation policy.	*observation product*
b	Starts system following organisation standard procedures.	
c	Makes checks to ensure woodchips/flakes conform to relevant woodchip quality specifications according to order requirements and organisation standards.	
d	Monitors conveyor operation and clears jams to ensure free flow of waste input material.	
e	Shuts system down following organisation standard procedures.	
f	Communication with supervisor and other workers is maintained to ensure efficient work flow co-ordination and personnel co-operation.	

Element AP3.17.3 Carry out routine maintenance and recording duties		Evidence required
a	Follows OH&S regulations in accordance with organisation policy.	*applicant question performance observation*
b	Monitors blade condition and replaces faulty/damaged/blunt blades/knives in accordance with organisation standard procedures.	
c	Reports machine faults to supervisor/maintenance promptly and fully.	
d	Carries out cleaning procedures which prevent build up of sawdust and other debris around waste system operations.	
e	Keeps records which detail chip/flake output and quality in accordance with organisation standard procedures.	
f	Communication with supervisor and other workers is maintained to ensure efficient work flow co-ordination and personnel co-operation.	

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Applicant questions

1	How do you determine what size the chipper/flaker material should be?	*(eg standard procedure, quality manual, supervisor)*
2	Give me some examples of hazards you must be aware of when operating the chipper /flaker.	*(eg noise, flying debris, jammed material)*
3	When monitoring the blade condition, what do you look for?	*(eg poor cutting, poor chip quality, slow cutting, hours of cutting)*
4	What do you do if you discover a fault with the system?	*(eg report to supervisor or maintenance)*

Observation details

1	Follows all safety rules at all times.	4	Identifies potential hazards and takes appropriate steps to correct.
2	Correctly locks out equipment.	5	All machine guarding is in place before start up.
3	Maintains clear and accurate records.	6	Correct manual handling techniques are followed.

Performance - questions to be used with workplace adviser(s)

1	Think of a time when the applicant discovered a fault with the equipment. What did he/she do?	*(looking for confirmation that the applicant identifies equipment faults and takes appropriate action)*
2	Does the applicant routinely clean area around waste system operations to prevent sawdust build-up?	*(looking for confirmation that this occurs)*
3	Give me two examples of how the applicant communicates with others to keep work flowing and to resolve problems.	*(looking for evidence that the applicant communicates appropriately during the course of routine work)*
4	Does the applicant maintain records of chip/flake output in a clear manner and in accordance with organisation requirements?	*(looking for evidence that the applicant maintains records of chip/flake output)*

Scoring

Minimum number of 'correct' boxes is 18 minus the number of boxes marked NA

Range of conditions assessed

Tick or write the conditions under which the applicant was assessed.

1 Type of material chipped:

- log/billet form _____
- off cuts _____
- waste _____
- down grade _____
- timber or board _____
- chips _____

2 Equipment operated:

- chipper _____
- hogger _____
- shredder _____
- knife mill using a mechanised feed system _____

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Professional development materials may include all or some of the following: information for trainers on Training Packages and how these might drive training programs; industry specific materials including explanations of identified Learning Pathways; guidance for the development of on-the-job and off-the-job training; RPL guides; flexible delivery design guidelines and support material for the design of learning materials that address the language, literacy and numeracy skills of trainees.

'A push will be needed from practitioners to maintain funding and commitment to professional standards and ways of off-setting the reductionist education principles of competency standards.'

LL&N co-ordinator

'Your training material has to be based on that actual workplace so if you are doing reading of a memo then it has to be from that particular workplace. It can't be unrelated otherwise the trainees think "What is that ? Why are we doing it?"'

WELL teacher

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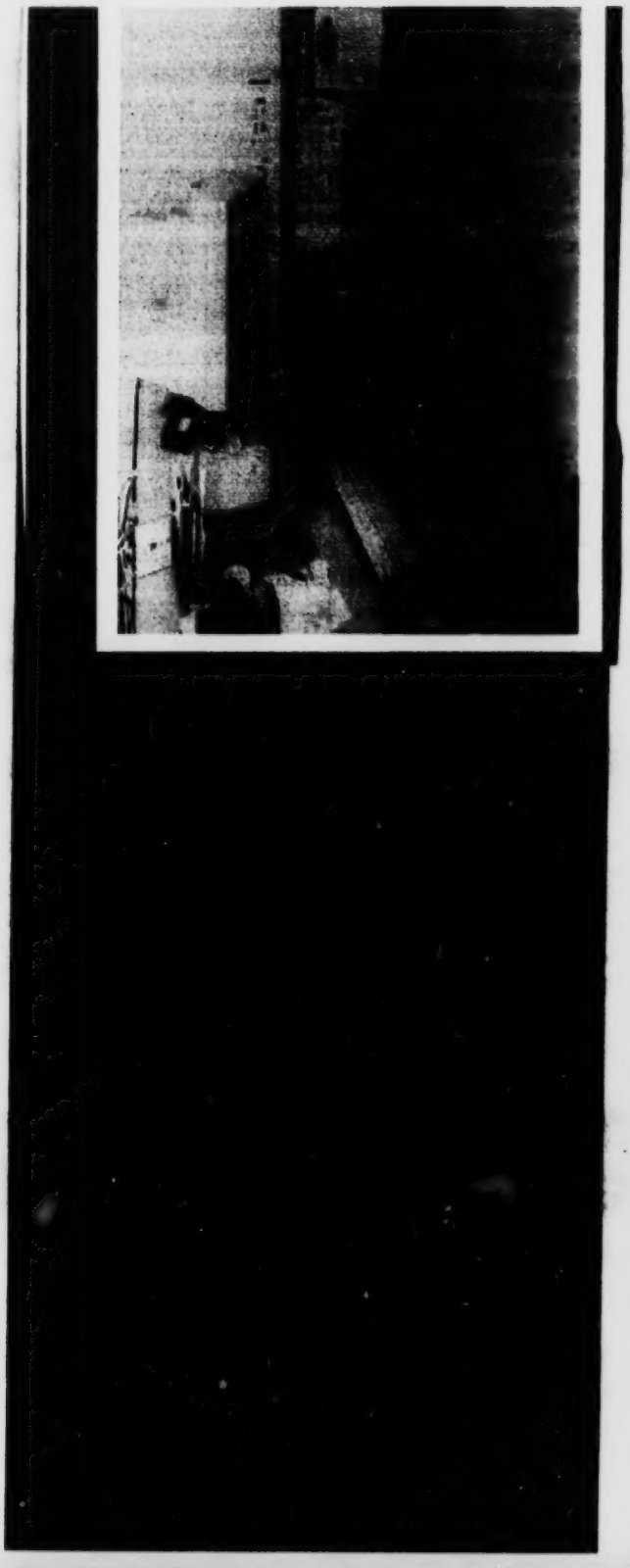
'The gathering of units of competence happens slowly over time and if you keep records of what they have achieved then eventually they will have enough units to have a Certificate but they might take several units with them when they go and take that to a different workplace.'

LL&N teacher working with standards



'The idea of a package gives the impression that you can pick these things up and hold them in your hand. The trouble is you can't hold all bits in one go. They are a virtual concept - they map an idea.'

ANTA representative

'The industry specific Assessment Guide is useful because it helped identify assessment tools that were needed. Having said that you still need to scavenge for everything you need for the actual assessment such as materials from previous training done covering similar competencies or work practices.'

WELL teacher

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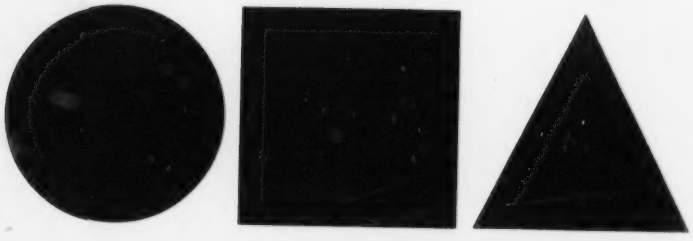
Words in action

Activities



Activity 1 Changes in adult language, literacy and numeracy provision

Fill out the chart below in light of the information you have processed from this kit.

Changes in adult LLN workplace provision ***mainly affecting LLN teachers**		
Old System	**National Training System**	**Implications for you**
1 a State system	a National system	
2 small number of providers	large number of diverse providers	
3 recurrent funding of 'traditional' providers	competition for funding	
4 undocumented, one off courses	Training Packages incorporating LLN providing a framework within which local needs can be incorporated	

Changes in adult LLN workplace provision (cont)

*mainly affecting LLN teachers

Old System	National Training System	Implications for you
5 focus on student contact hours	focus on outcomes	
6 marginalised activity	recognition as essential part of VET system	*
7 generalist content	content integrating LLN with industry content as specified in the competency standards	*
8 informal assessment or assessment against LLN curriculum Learning outcomes	assessment against industry competency standards	*

Activity 2 Identifying language, literacy and numeracy in standards

Below are two units from the Forestry and Forest Products industry standards.

Use the following questions to help identify where the language, literacy and numeracy requirements appear in the units.

A *National Reporting System* may help you with this activity.

Help is provided in Unit 023 by bolded sections indicating language, literacy and numeracy. You are on your own for Unit 128!

- What does the worker have to listen to and understand?
- What does the worker have to say?
- What does the worker have to read?
- What does the worker have to write?
- Does the worker need to understand any diagrams, pictures or symbols?
- What maths calculations does the worker need to do?

What additional information provided in the evidence guide would help you in the assessment of these competencies?

Skill	Unit 023	Unit 128
Reading		
Writing		
Speaking		
Listening		
Maths/Numeracy		
Visual literacy		

Unit from Forest Growing and Management Draft Standards:

023 Store & dispatch seed

This unit is concerned with storing seed in, and dispatching seed from, a seed store.

1 Store seed for later use

- Organisational occupational health & safety procedures, practices, policies, and precautions are observed and followed
- All seed information required by organisational procedures is **recorded using the organisation's record keeping system**
- **Record the provenance of the seed** in accordance with organisational guidelines
- Seed is treated to prevent deterioration in accordance with seed species and/or organisational procedures
- **Seed is packaged, accurately and clearly labelled**, and placed in accordance with organisational procedures

2 Prepare seed sample for viability testing

- Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed
- **Seed sample for testing is identified from written or oral request, or supervisor's instructions**
- Seed sample is removed from lot in accordance with organisational procedures
- Seed sample is prepared for testing in accordance with organisational specifications
- **Representative seed sample is packaged, accurately and clearly labelled**, and dispatched to testing body
- **Test results are recorded upon completion and any organisational pro-forma(s) are completed in accordance with organisational procedures**

3 Dispatch seed

- Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed
- **Written request for seed is interpreted and, where necessary, verbal or written clarification sought**
- Store is searched to retrieve the range, and variety, of seed species to match the request
- **Quantity of each seed species is calculated from the seed mix specified in the request, area to be sown, and/or organisation's table of specifications**, according to the request
- Each seed species is **weighed according to previously calculated quantities**
- Each seed species is placed into a container appropriate for the client, or in accordance with the request
- Where required, multiple seed lots are thoroughly mixed in accordance with organisational procedures
- **Seed/seed mixture is accurately and clearly labelled** in accordance with organisational procedures
- Where necessary, **appropriate documents are obtained** in accordance with regulations and enterprise guidelines
- Seed dispatch is arranged and undertaken in accordance with the request and/or organisation guidelines
- **Records of the transaction are documented and/or organisational record keeping system updated**

Range of Variables

- **Maintenance of records may include: collation (of information or documentation); interpreting information in a way relevant to workplace requirements; organising and maintaining records accurately**
- **Systems may be electronic and/or manual**
- Equipment may include: electric scales; manual scales; sleeve type sampling device; various packaging materials and containers; seed cleaning machine
- **Seed information to be recorded may include: species; time/date of harvest; time/date of receipt into store; origin of seed**
- Lifting devices may include: overhead gantry; forklift;
- **Sampling method may include: quartering; seed dividers**
- Seed treatment may include: fungicides; cleaning
- Testing body may be internal or external to the organisation
- Criteria for the appropriate container for seed dispatch may include: length of time the seed will be stored; method which will be used to transport the seed; equipment to be used for sowing seed; quantity of seed; size of individual seeds
- **Request may be: written; computer-generated; system-generated**
- **Specifications of request may include: seed species; percentage of seed mix; pure graded seed; rate of sowing; area to be sown; dispatch container, method of dispatch; sowing equipment to be used**
- **Additional documents may be required where seed is being sent overseas and may include: phyto sanitary certificate; import/export permit**

Evidence Guide

Critical underpinning knowledge

- Concepts of, and reasons for, ongoing seed collection, storage and dispatch
- **Seed calculation methods**
- **Record keeping system for seed storage**
- Hazards associated with the storage, treatment and dispatch of seed
- Occupational health and safety guidelines, procedures, and principles, including manual handling
- Packaging and storage methods and systems for seed species used by the organisation
- Organisational occupational health and safety procedures, practices, and policies
- Enterprise specifications for the safe operation of seed treatment using chemicals

Critical underpinning skills

- **Understand a variety of information styles**
- **Interpret information in a way relevant to workplace requirements**
- **Follow instructions for receiving goods/checking documentation**
- **Locate, interpret and check information**
- **Record information on a simple form accurately**
- Recognise common diseases, pest, and nutrition deficiencies
- **Organise and maintain records accurately**
- **Identify seed species using visual criteria and label information**
- Maintain a clean working environment to prevent contamination of seed
- Adhere to quality control guidelines
- **Calculate of quantity using: sowing rate, percentage of components in seed mix, area to be sown, specifications table**
- Prepare accurate and clear labels
- **Obtain documentation and phyto sanitary certificates and import/export permits**

Critical assessment issues

- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.

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128 Plan for native forest regeneration

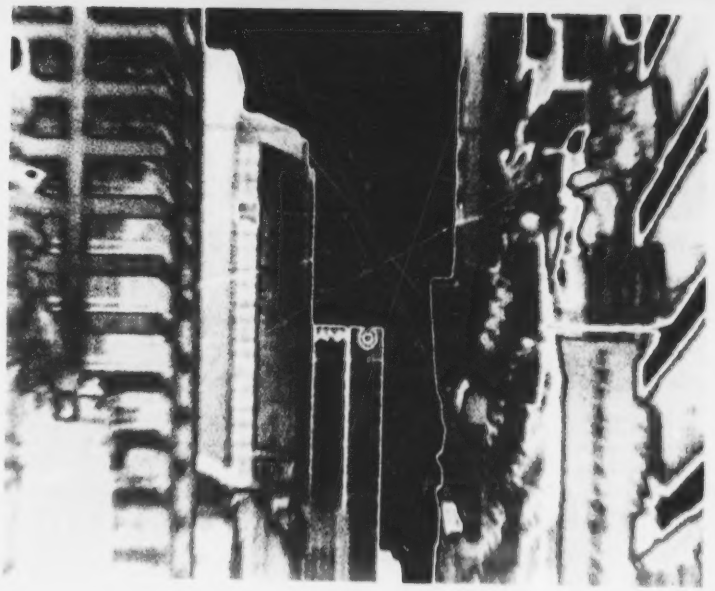
This unit describes the work required to plan the regeneration, or revegetation, of an area of native forest for timber production.

1 Prepare regeneration plan

- Organisational occupational health & safety procedures, practices, policies, & precautions are observed & followed
- Site environmental concerns are adhered to in accordance with relevant national, state, & local legislation &/or regulations
- Marketing, strategic & business plans and budget are reviewed, analysed & considered for impacts on regeneration planning
- Method of regeneration is identified/selected in accordance with broad policies &/organisation guidelines
- Trees to be sown/planted are of the appropriate species, provenance, distribution, & hardiness to suit both the area to be regenerated & the organisation marketing & business plans
- The relevant individuals/groups/bodies are liaised with in accordance with organisation policy & guidelines
- Measurable performance indicators, specifications & targets are determined & documented in accordance with organisation guidelines
- Any approvals required for the plan are sought & obtained
- The plan & its performance indicators are clearly articulated & documented, & communicated to those who will implement the plan in accordance with organisation guidelines

2 Implement regeneration

- Organisational occupational health & safety procedures, practices, policies, & precautions are observed & followed
- Site environmental concerns are adhered to in accordance with relevant national, state, & local legislation &/or regulations
- People, materials & equipment required for the implementation of the regeneration plan are coordinated & scheduled in accordance with organisation guidelines
- Schedule for the site is organised in conjunction with operational personnel in accordance with organisational policy guidelines
- Any permits or licences required for the regeneration are identified & obtained



- The relevant individuals/groups/bodies are liaised with during regeneration activities in accordance with organisation policy & guidelines
- Any documentation (maps, plans, & reports) required by the organisation &/or occupational health & safety guidelines, is completed clearly & accurately
- Operational staff & clients are communicated with regularly throughout the regeneration activity to ensure smooth operation & progress

3 Monitor forest regeneration

- Monitoring points are determined & adhered to in accordance with organisation policy
- Checks are made to ensure that organisational occupational health & safety procedures, practices, policies, & precautions are observed & followed
- Checks are made to ensure that site environmental concerns are adhered to in accordance with relevant national, state, & local legislation &/or regulations
- Checks are made, in accordance with organisation policy, to ensure that performance indicators, targets, specifications are being met & amendments to the process or methods are made where necessary
- Operational staff & clients are communicated with regularly throughout the regeneration activity to ensure smooth operation & progress
- Checks are made to ensure that any documentation (maps, plans, & reports) required by organisation &/or occupational health & safety guidelines, are completed clearly & accurately during the progress of the regeneration activity

4 Review forest regeneration

- Data & documentation from the regeneration is analysed against the plan in accordance with organisation guidelines
- Recommendations are prepared based on the analysis of the data & the discussions had during the conduct of the operation
- Report is prepared in accordance with organisational guidelines, & includes:
  - any difficulties or issues faced
  - any recommendations for future work
  - results
  - costs
  - data

Range of Variables

- Other sources of information for planning may include: aerial photo interpretation
- Individuals/bodies/groups liaised with may include: Local, State, & Federal government representatives; local interest/lobby groups; friends' groups; representatives of industry bodies
- Legislation, regulations, standards may include: Environmental Protection Act; Environmental Agencies regulations; Duty of Care; Isolation procedures; Occupational Health and Safety legislation; Site regulations and procedures; Australian Standards; Manufacturers' specifications and recommendations; State code of forest practice or equivalent; Statutory requirements; Trade Practices Act; Traditional land owners requirements
- Prescription burning is the predominant tool for native forest regeneration
- Native forest regeneration will be in line with organisational marketing plan & local environmental imperatives
- Safety issues/hazards may include:
- Monitoring points may be time based or number/ frequency based and may include:
- Measurable performance indicators, specifications & targets may include:

Evidence Guide

Critical underpinning knowledge

- Relevant legislation & regulation requirements
- Occupational Health & Safety guidelines, procedures, & principles, including manual handling
- Biology of the target species
- Seed collecting & distribution seasons for the target species
- Organisation marketing, business & strategic plans
- Original & potential ecosystems for target area

Critical underpinning skills

- Interpretation of aerial photography
- Planning & scheduling for processes & materials
- Analysis of data
- Recognition of common diseases, pests, & nutrition deficiencies
- Communication of organisation requirements to staff & contractors
- Communication of organisation processes to clients
- Preparation of reports to organisation requirements

Critical assessment issues

- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.

Activity 3 Identifying Underpinning skills

Examine **Unit 128** of the Forest and Forest Products standards.

What are the underpinning skills you would need to teach and assess in order for the worker to meet the requirements of the standards?

To do this you will need to examine the **Language and literacy features and performance strategies** of level 5 of the NRS.

Underpinning Skills	**LL&N features and performance strategies**
1	
2	
3	
4	
5	

Activity 4 An Assessment Case Study of a future language, literacy and numeracy practitioner in industry

Following is an extended **case study** of an enterprise based teacher working with competency standards and designing training and assessment tasks as part of a training team. It is designed to draw together, by example, the major issues raised in this kit.

Use the numbered questions to interact with the issues raised throughout the narrative. Some suggested responses are offered at the end of the case study.

Putting it on the line

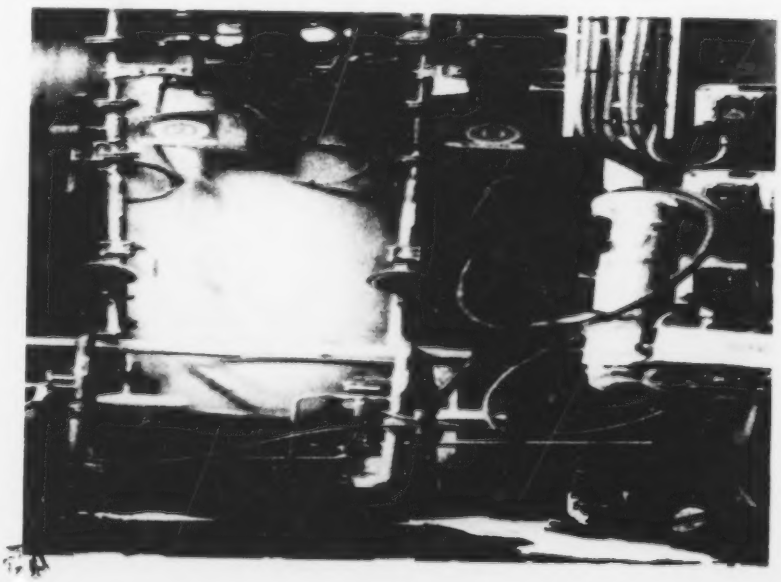
Katrina has been working as an enterprise based teacher in a car parts factory. Her industry has just begun to work with the Rubber, Plastic and Cablemaking standards. She has been asked by the Training Officer, Carl to take part in the assessment of workers in the Occupational Health and Safety unit.

Carl explains that the information on fire awareness he was trying to convey to a group from one of the production lines did not seem to 'hit the mark' . He shows Katrina a fire safety booklet he had distributed during Fire Awareness Week and a series of multiple choice questions that he had asked the workers to fill out. He comments that he was surprised at the degree of 'wrong' answers to these questions and extremely concerned that the workers will 'fail' any assessment against the standards. Katrina takes a look at the booklet. She notices that it is written using quite complex language and many of the multiple choice questions were general in nature and did not relate to the workplace. Carl asks for her feedback.

Q1 What advice do you think Katrina could give to Carl about his assessment task?

Before she even looks at the industry standards document that she will be using she goes down onto the plant floor to observe the production lines at work. Two parallel process lines operate within the factory. One line is currently working on inserting metal rivets into a small plastic part, the second working on a new job fusing together a rubber liner and plastic casing. The first line uses a fast shooting rivet gun. The second line, a compression device that gets very hot. Katrina observes the two lines at work and notices that several women move across the lines to exit to the toilet rather than walk around the work areas on the designated yellow line. She notes that misfired rivets have fallen into the floor and these workers risk slipping on these, and falling against the hot machinery, as they cross the lines. A young male employee shouts after them as they go but their reaction is to scurry faster, eyes downcast, rather than to stop.

Q2 What might be some questions Katrina might have about what she observed?



Several heads are better than one

Katrina goes back to the office she shares with the Linda, Occupational Health and Safety Officer and Carl. She raises her concern that some workers do not seem to be following the yellow safety lines to exits around the plant and risk injury.

Katrina and Carl arrange a meeting with Linda , the OH&S Officer. She listens to their concerns and suggests they take the issue to a Consultative Committee meeting. This team meets regularly to plan and monitor the entire training strategy for the workplace.

Katrina, Carl and Linda meet with the team leaders from the two lines on the shop floor, an employee representative from one of the lines and a section management representative. They talk about the upcoming assessment and express their concerns that there seem to be some OH&S and communication problems that need to be ironed out first. They are concerned about the women ignoring the safety exit procedures, the possibility that they might slip on the misfiring rivets, and the overall lack of communication happening on the lines.

As the two team leaders begin to talk about their work some further issues arise. It seems that the current contract for the riveted parts is behind schedule and so a team of experienced workers have been moved to this line to maintain the required output. The line is working overtime to complete the contract.

The lower priority job of fusing the rubber liner is, both supervisors agree, a more complicated job. It requires the use of a new compression machine that is hot and noisy. Paul, one of the young male employees has been given a leadership role on the line but the section supervisor notes that there seems to be some communication difficulties between Paul and the new workers - a group of middle-aged Greek women - that have been recently employed to work on this line. These women had an initial workplace orientation session and attended the Fire Awareness week training in their first week but their supervisor reports they seem unsettled. Katrina confirms that these are the same workers she has seen cross the lines to go to the toilets.

After a discussion the group decide that the current training plan needs revision.

Q3 List some of the emerging issues identified by the meeting that might affect the training plan?

Using the standards as a planning tool

The Committee decide that a series of short OH&S training sessions are needed before the idea of standards assessment can be contemplated. Katrina, Carl and Linda are given responsibility for planning and delivering the training. The line supervisors and union rep are responsible for talking to the workers about the training and canvassing any problems workers are having on the shop floor.

Katrina plans the training by examining the Occupational Health and Safety unit from the Process Manufacturing Sector competency standards. She spends some time brainstorming ideas.

UNIT	Follow Occupational health and Safety procedures
FIELD	Occupational health and safety
DESCRIPTION	This unit is applicable to workers required to follow Occupational Health and Safety Procedures

ELEMENT	PERORMANCE CRITERIA
Identify and follow workplace procedures for hazard identification and risk control	*Workplace procedures* for occupational health and safety are *identified* and *related work instructions* for *controlling risks* are *accurately followed* *Workplace procedures* for *dealing with accidents*, fires and emergencies *are known and followed.* *Hazards* in the workplace are *identified and reported* to *designated personnel* in *accordance with workplace procedures*
Contibute to improvements to workplace occupational health and safety	Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation. Contributions to improvements in workplace occupational health and safety are made within workplace procedures and may include *input* into hazard *identification*, risk assessment and risk control.
Complete Occupational Health and Safety	*Occupational health and safety records* for self are completed in accordance with workplace requirements *Workplace procedures* for the reporting of occupational health and safety *records* are followed.

What are the crucial occupational health and safety workplace procedures that need to be identified?

How are workplace procedures for dealing with accidents conveyed to new workers

Are they written?
Are they told to the workers?

What are the hazards/ what are the ways they are recorded?

What does 'accordance' mean here and how would you measure or judge it?

Where are the workplace procedures kept and in what format?

What work practice is part of a preconceived plan and what has evolved informally over time?

How are the work instructions for controlling risks conveyed to new workers?

What are the ways that reports are made?
Which ones can just be verbal?
Which ones need to be written?

Who are the designated personnel on the production line?
Who else has responsibility for OH&S?

What record keeping is required?
Where are the forms kept?
Are they easy to read?
Do the workers feel comfortable disclosing problems?

How much detail would you expect workers to have of specific OH&S legislation?
What are the parts relevant to them?
How might you work this?

How do workers identify risks?
Are they the same risks as management or the OH&S officer might notice?

What opportunities do workers have to give input into hazard identification, risk assessment and risk control?

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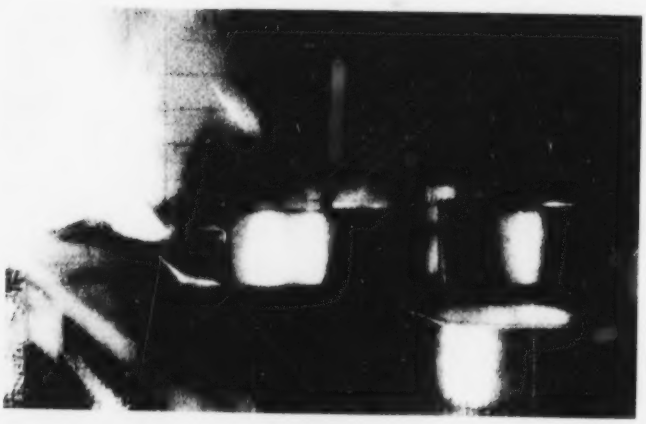
Q4 Can you think of any other questions prompted by examination of these standards?

Katrina shows this list to Carl and Linda who help her draw up a list of resources they will need to support the unit. Some of these are obvious resources - some are identified after they look at the Range of Variables section of this unit:

- operating procedures for compression device
- operating procedures for rivet device
- personal and work area work procedure specs
- OH&S regulations
- OH&S and Workcover safety videos
- OH&S committee minutes
- sickness and injury report forms
- workers compensation claim forms
- machine maintenance procedures
- photos of all the hazards - cracks on floor, cracks on ceiling , a hot machine , a slippery floor
- minutes of OH&S meeting to identify current issues or newly identified hazards



Real issues revealed

After gathering together these resources Katrina plans the training session. She decides to base this session on the first element of the standards, 'Identify and follow workplace procedures for hazard identification and risk control.'

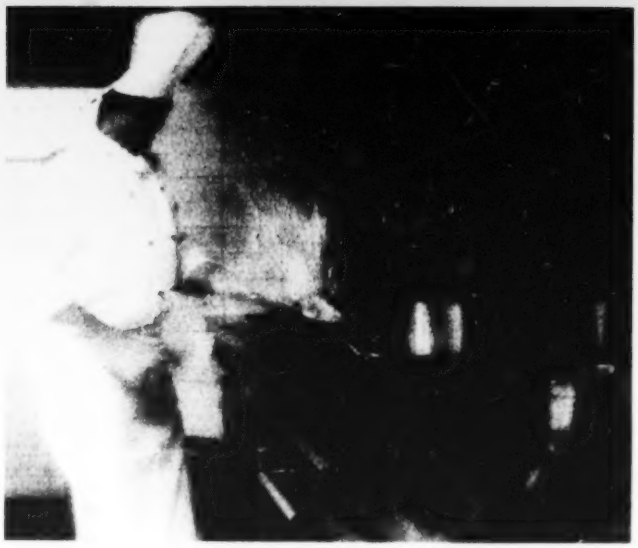
The first session is with the new workers only as Katrina feels that many of the current problems are emanating from this group. She distributes several sheets of information about the different types of fire extinguishers in the plant but notices that several of the women merely glance at the written material and then tuck it into their training folders. Kira, a middle-aged Greek woman emerges as the spokesperson for this informal group. She asks a lot of very focused questions about various points in the training and reports these back to the others in a mixture of Greek and English.

When Katrina shows the women the photos of hazards they talk animatedly to each other in their first language. Kira reports that several of the women consider that the ventilation on their part of the line is a problem although they had never considered it 'a hazard' in the same way that a crack or damaged machine was a hazard. They feel that an additional fan in the mid section of the line would help fix the problem. They had not thought to mention it as they did not feel that they had any avenue to give feedback about their work conditions.

In hushed tones Kia explains that she is suffering hot flushes from menopause and that in her place on the line it is hot and stuffy due to her proximity to the compression machine. At times she had felt faint and needed to get out to the toilets quickly for fresh air. Other women also suffering from the heat had taken her lead and followed. After questioning Kia about this, Katrina realises that she has misunderstood the purpose of the yellow lines considering that they were for use in emergency situations only. She had not reported the problem or spoken to Paul about it because she considered it too personal and considered Paul as too young and aggressive to take her problem seriously. The other women also new to the job did not want to complain or admit they could not cope in fear of losing their jobs.

Katrina spends the rest of the session revising the floor plan safety procedures and exits in the workplace emphasising that these exist for the workers' safety. She concentrates on conveying the information orally and uses diagrams and pictures to reinforce important points. She identifies the report form that Kia would need to fill out about the ventilation problem and reinforces the importance of accurate and honest reporting of all hazards to workers. With Kia's permission Katrina models the filling out of a hazard report form in front of the group. Kia asks for the completed form - she has decided to take it to the section supervisor and discuss the problem.

Q5 What elements and which performance criteria in the standards have been addressed in this session?



Communication is the key

Katrina arranges a separate session for Paul and the more experienced workers. Paul feels that he does not need training and asks to be given the assessment task immediately. He is eager to get his Certificate I in Process Manufacturing and feels he has the competencies in the OH&S unit already. Katrina explains that she is still developing the assessment tool. Paul jokes that he can read but hates to write. Katrina suspects he is not really joking. She chats to him about his new responsibility on the line and asks if he is having any difficulties. Paul reluctantly admits that the added paperwork is a burden as he does not feel confident with the degree of report writing he needs to do. He also expresses his anger about the older women on the line who avoid any interaction with him and ignore his suggestions.

Katrina explains to Paul that in order to fast track through the Certificate I in Process Manufacturing he will need to concentrate his efforts on two of the compulsory units, in particular; 'Participate in interactive workplace communication' and 'Complete Workplace documents'. Katrina feels that by working through the performance criteria of the standards with Paul she will be able to highlight some of the communication skills difficulties he is having, such as cultural and gender differences and formal and informal communication methods, in a non-threatening way. Paul agrees that he could probably benefit from training afterall and asks for a copy of the standards to look at over the weekend.

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Cause and Effect

Carl takes the second training session with the rivet gun group. This group are already familiar with most of the workplace procedures. They express a general concern that they are being expected to work at a much faster pace than normal and that the temperature in the plant is higher due to the new machinery on the other line. One of the most experienced workers Stan, has a nasty bruise on his thigh from a direct hit from a rivet. The group are disgruntled and tired and find it hard to concentrate on the idea of training until Carl shows them the OH&S unit of the industry standards and asks them to discuss the performance criteria dealing with the reporting of hazards and completion of OH&S records.

The group immediately identify the rivet guns as a problem and suggest that several of the guns are misfiring due to overuse. Stan examines the operating procedure manual for the guns and identifies maintenance guidelines that seem to have been ignored. The group spend time discussing their problems in relation to the standards and then identifying the official forms needed to report the malfunctioning rivet guns and the injury forms for Stan. Carl realises that this highly experienced group had been so busy working to meet the pressures of the contract that they had been slow to identify the actual problems, let alone report them. After lengthy discussion they decide to bring the increased workload to the attention of their union rep as they consider this to be the background to many of their problems.

Issues for Assessment

After these sessions Katrina and Carl make some notes about issues they feel they should take into account when preparing assessments for the two groups.

Q6 What notes would you make about the three workers Kia, Paul and Stan under each of these categories?
(you may need to generalise on the basis of material gleaned from the case study)

	Kia	Paul	Stan
reading skills			
writing skills			
oracy skills			
visual literacy skills			
personal confidence levels			
technical knowledge			
cultural issues			
gender issues			
knowledge of workplace/union issues			

Designing the assessment task

Katrina looks in the Rubber and Cablemaking Assessment Guidelines manual. From this she draws up a series of steps:

Plan the assessment

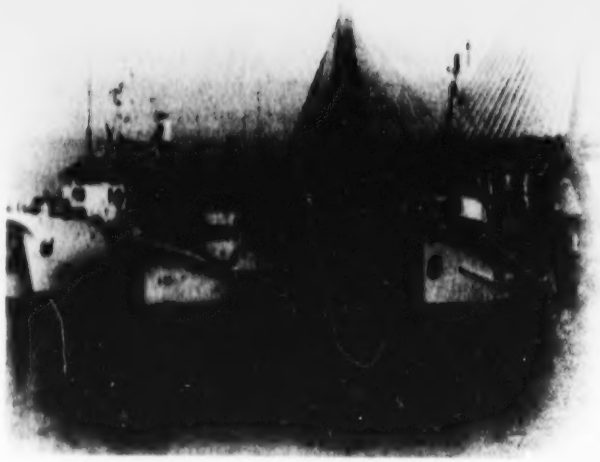
Prepare the candidate

Conduct the assessment

Give appropriate feedback

Record and report results

Review the assessment



Workplace procedures for dealing with accidents, fire and emergencies are known and followed

Carl and Katrina decide to break up the competency standards assessments into small sections. They decide to start with 'Workplace procedures for dealing with accidents, fire and emergencies are known and followed' - Performance criteria 2 of the element: 'Identify and follow workplace procedures for hazard identification and risk control.'

They isolate the Emergency Fire Plan and Drill as a starting point. They decide that it would be impossible to assess individual competence by simply observing a fire drill in action. They cannot afford to stop the production lines to do this type of assessment. They decide that an independent assessment needs to be done in small groups taken off the lines in shifts.

Preparing for assessment & developing assessment materials

An explanation of the assessment process is distributed in the weekly newsletter, Carl also briefs the union meeting to generate word-of-mouth support for the process. Katrina talks to Kia about providing a mentor role for her co-workers during assessment.

Linda has a digital camera that she uses to document identified hazards. Carl borrows this and takes a series of pictures of the production lines, the fire exits, the fire extinguisher signs, the yellow exit markings, the floor plan showing emergency marshalling points and the marshalling points themselves. He prints these out on the computer for use as a visual aid in the assessments.

Katrina writes out the appropriate steps from the fire drill procedure booklet that Carl has distributed into simple one-line statements.

Next she formulates some questions about the fire procedure:

- **What do you do when there is a fire drill?**
- **If there is a fire drill do you go to the toilet or get your bag?**
- **Do you drop everything and run out screaming and ranting or do you go out in an ordered manner?**
- **How do you know where to go?**
- **Do you go home?**
- **How will you know when it is safe to go back into the workplace?**
- **How do you know if it is a real fire?**
- **When do you try and put out a fire and when do you decide to raise the alarm?**

The task

Katrina decides to assess the workers by asking them to respond to the digital camera pictures. Workers already identified as having limited reading and writing skills will be asked to utilise their verbal skills to put the procedural pictures in order or respond to specific questions.

For those workers with good reading and writing skills she devises an assessment requiring simple sentences to be matched to the appropriate pictures. Answers to the questions will also supplement this process.

She develops a checklist of understandings that they feel will help record competency in this section of the performance criteria.

- Can identify fire exits
- Can identify safety lines
- Can identify fire extinguishers
- Can tell difference between water fire extinguisher and chemical fire extinguisher
- Can identify emergency gathering points
- Can communicate understanding of fire plan procedure (spoken or written)

Q7 Can you think of any other questions that may be asked to clarify understanding?

Design an assessment activity

The assessment activity described above was for assessing the workers' knowledge of the fire plan. The performance criteria also cover accidents and emergencies.

Q8 What type of assessment task could be designed to assess knowledge of emergencies and/or accidents?

Evaluating the assessment

When the assessments are over Katrina checks with each of the workers how they felt about the process.

Paul admits that he was concerned about the 'test' thinking that it might have been like an exam at school. He was pleased to find it was based on pictures from the workplace and did not require much writing. He was surprised to find that before the assessment Kia had asked him directly for clarification of some technical points and that she could not read much English.

He was also surprised to find that he was given Recognition of Current Competence for several performance criteria and happy to have his assessment recorded in a trainee skills booklet. After having read through the standards relating to 'Participate in interactive workplace communication' and 'Complete workplace documents' Paul is enthusiastic about further training that will help him achieve his Certificate I in Process Manufacturing.

Kia was surprised to find that she could ask questions before the assessment and be assessed orally as she was worried about being able to answer in writing. She was also happy to be able to interpret during assessment and act as a mentor for her friends who had lower English language skills than herself.

Stan was happy to act as a mentor during the assessment process having been given Recognition of Current Competence for the fire procedures unit. He commented on the standards in general by saying that they had foregrounded issues that he had taken for granted for years or had been too busy to deal with. Stan expressed interest in undertaking a Workplace Assessor short course as part of a Certificate III in Process Manufacturing (Production Support).

Q9 What is your evaluation of the assessment process?

Tangible workplace outcomes

After the assessment the Consultative Committee meet to talk about the process. The feedback is generally positive with feedback from the floor that most candidates felt comfortable with the assessment. An interesting offshoot of the process was the identification of the faulty rivet guns, bad ventilation on the lines and the misunderstanding about the yellow safety lines. Official reports to management about these problems using the appropriate forms of communication highlighted the fact that work stresses and workplace communication problems had meant low compliance with the completion of Occupational Health and Safety records for a long period of time. The assessment and training process had given the workers a voice to feed issues of concern back to management and to highlight safety issues - this meant tangible, positive outcomes for the workplace at all levels. As a result, the CEO requested a meeting with Carl, Linda and Katrina in order to develop a Training and Assessment budget.

Responses

These are suggestions only and by no means a set of definitive answers.

Q1

Is assessment only about 'pass' and 'fail'?

Was the multiple choice assessing reading skills or workplace procedure skills?

Did all workers have the language and literacy skills to deal with this form of assessment?

Were the workers prepared to be assessed in this way?

Q3

work pressures to complete contract

hot and noisy new machine on the production line

changed staffing conditions

cultural and gender mix

inexperienced staff in leadership roles

reading,writing and oracy skills of staff

Q4

Any questions raised are relevant and may help in the development of appropriate training.

Q2

Why are the rivets on the floor?

Why are the women leaving their line so often?

Why aren't they leaving via the correct route?

Why aren't they listening to the young man?

Q5

Most of the performance criteria from both elements were dealt with in the session; however, there was a focus on 'Workplace procedures for occupational health and safety are identified and related work instructions for controlling risks are accurately followed', 'Hazards in the workplace are identified and reported to designated personnel in accordance with workplace procedures', 'Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation', and 'Contributions to improvements in workplace occupational health and safety are made within workplace procedures and may include input into hazard identification, risk assessment and risk control.'

Q8

Any task that takes the skills of candidates into account and is based on real workplace materials is a good start.

Q9

Detailed material on workplace assessment can be found in *A new assessment tool*. This kit, developed for workplace trainers and assessors, contains detailed information on the assessment process.

Q6

Each worker has communication strengths and weaknesses that will need to be considered when providing training or developing assessment.

Q7

Any questions raised are relevant and may help in the development of appropriate assessment; however, questions should focus on assessment of the task at hand and should not require language, literacy and numeracy skills that are higher than the requirements of the workplace task.

Where do I find out more?

Contacts and Advice

The government training authority in your State or Territory will be able to provide a list of Registered Training Organisations.

Workplace Training short courses are offered by TAFE colleges and private providers Australia-wide. Contact a provider directly, or look for advertisements in your major daily newspapers.

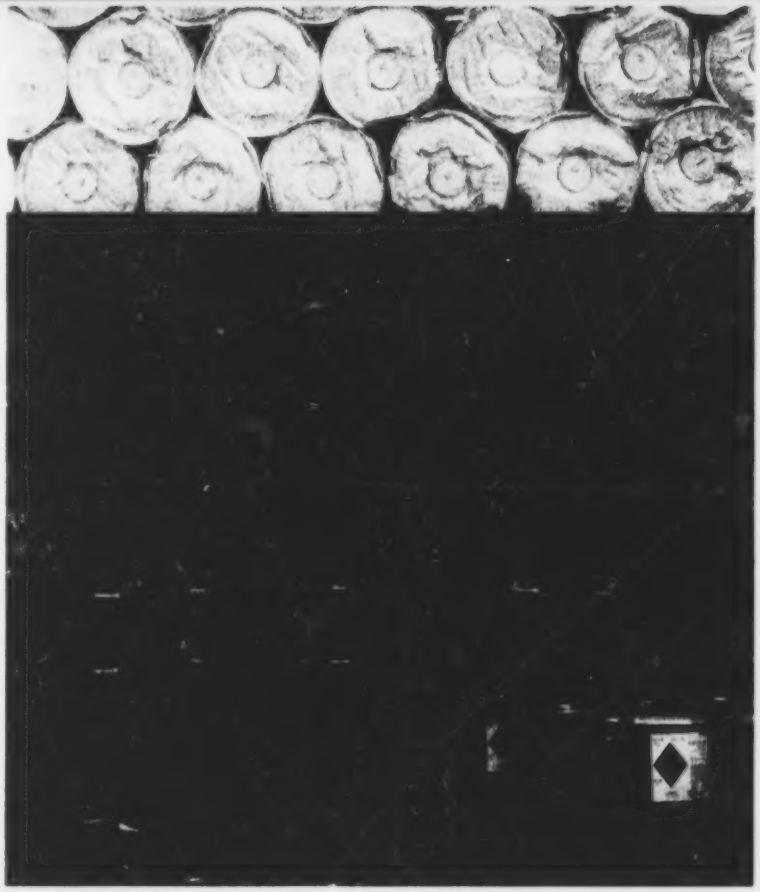
Additional help and advice about workplace communication and training may be obtained from:

Language Australia
GPO Box 372F
Melbourne VIC 3001
Tel: 1800 247 352

The Reading and Writing Hotline
(referral service covering most providers in the States and Territories)
Tel: 1300 655 506

ANTA National Training Information Service
http://www.anta.gov.au/ntis

Translating and Interpreter Service
Tel: 131 450



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Community Services and Health Training Australia Ltd, 1998, *Draft Competency Standards, Community Services Training Package*, Community Services and Health Training Australia Ltd , Qld.

Manufacturing Learning Australia, 1998, *Draft Competency Standards for Process Manufacturing: Plastics, Rubber & Cablemaking Industries*, Manufacturing Learning Australia, Melbourne.

Resources about workplace language, literacy and numeracy

The Language Australia National Resource Centre (LANRC) is on-line at
http://langoz.anu.edu.au

You can access publications from the Commonwealth funded Workplace English Language and Literacy (WELL) program and the workplace literacy, language and numeracy resources from the Adult Education Resource and Information Service (ARIS) collection.

Types of materials
Materials and resources include:

- curriculum and assessment resources
- professional development materials
- policy documents
- research reports and papers
- training materials
- bibliographies
- project reports.

Search on line
You can search the LANRC databases on-line or for more information contact the Victorian office of Language Australia on free call 1800 247 352.

Useful resources

Alexander, Ann; Goulborn, Barbara, 1998, *A new assessment tool - professional development kit for Trainers and Assessors*, ANTA, Melbourne

McKenna, R, 1998, *Ten Fold Returns - information kit for Human Resource Managers*, ANTA, Melbourne

Australian National Training Authority, 1997, *Better Training: Addressing English language, literacy and numeracy in vocational education and training*, ANTA, Melbourne.

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